

CO-PRODUCTION AND MOBILIZATION OF KNOWLEDGE ON

EDUCATIONAL SUCCESS, FORMS OF LEARNING AND TRANSMISSION OF KNOWLEDGE IN INDIGENOUS CONTEXTS





### GENERAL ORIENTATION

Learning and knowledge transmission in Indigenous contexts refers to a body of information, practices, mechanisms, skills, intellectual operations and actions, imbued with a collective character and located at the crossroads of individual, familial, intergenerational and community trajectories. These modes of expression and socialization of knowledge create a singular relationship to the success and accomplishment of people in respect of their full personhood throughout their lives.



#### DIMENSIONS OF INDIGENOUS KNOWLEDGE

#### NATURE:

- Traditional knowledge ٠
- Land knowledge
- Ecological knowledge
- Social knowledge
- Artistic knowledge
- Community knowledge .
- Institutional knowledge

#### **FIELDS OF APPLICATION:**

- Community development Continued learning •
- Land use and transformation
- Scholastic trajectory
- Teaching and learning
- Educational success
- Indigenous languages •
- Healing and reconnection with culture

#### **KNOWLEDGE HOLDERS:**

- Women Men
- Youth Elders
- Hunters
- Teachers
- Artists/artisans
- Elders
- Healers
- Spiritual guides •

- Civic knowledge
- Material knowledge
- Spiritual knowledge
- Medicinal knowledge
- Scholastic knowledge
- Citizen knowledge
- Affirmation and • reconciliation
- Cultural security
- Social innovation
  - Programs and services
- Social politics

- Cultural helpers •
- Intellectual leaders
- Speakers
- Social actors ٠
- Citizens

# ACTIVITIES

In order to provide one another with the means to best understand the realities, issues and challenges in terms of personal accomplishment, educational success, learning, knowledge transmission and training throughout one's lifetime, the Kapakan Alliance organizes collaborative and interactive two-day workshops in various locations and territories, with the close collaboration of Indigenous organizations and according to their own terms and forms of assembly and sharing.

These activities are designed to spark a creative conversation between participants while ensuring that all listen and speak in a manner that is respectful, constructive and public, in accordance with the ethical principles of research *with*, for and by Indigenous peoples.



#### SOME OF THE QUESTIONS THAT GUIDE THE WORK :

- What do educational success and personal accomplishment look like in an Indigenous context?
- What are the are the nature and characteristics of Indigenous knowledge?
- What components make up an approach to individual learning? Familial? Generational? Community?
- What role do schools play in the transmission of Indigenous knowledge?
- What role do parents, grandparents and elders play in reinforcing learning opportunities for their children?
- What are the principles and values one must acquire in order to encourage educational success and personal accomplishment?
- How do Indigenous children imagine the school of the future?
- In what way does Indigenous knowledge reflect the affirmation of identity and cultural recognition?
- How does Indigenous knowledge influence social, cultural and community development within Indigenous groups?
- What social and family ties are mobilized in terms of intrafamilial and intergenerational learning and knowledge transmission?

# **OBJECTIVES**

- Collect and record the accounts, personal narratives and teachings shared in workshops, or in individual or collective meetings, by individuals belonging to diverse groups or of diverse origins
- Create channels of communication between scholastic institutions and Indigenous communities with regard to learning and knowledge transmission
- Outline the challenges and issues related to educational success, both individually and collectively
- Document key elements of learning and educational success in Indigenous contexts in order to facilitate their application in various fields of community and organizational action
- Understand the nature of interpersonal relationships and social interactions that emerge from learning and knowledge transfer processes
- Contribute to supporting actions in different settings in a way that they appropriately reflect Indigenous aspirations, knowledge, approaches and practices
- Encourage the acquisition of new knowledge, skills and aptitudes in order to grow and enrich the innovation and social transformation potential of individuals in their respective contexts

### PROJECTED OUTCOMES AND RESULTS

- Various materials summarizing the contributions of participants (texts, videos, photographic albums, artistic expressions), created according to modalities determined in collaboration with the entities involved
- Up-to-date reference frameworks for educational success and personal and social accomplishment
- Social and interactive mapping of the components of educational success and personal accomplishment
- Compendium of inspiring collective initiatives
- · Archive of individual trajectories
- Pedagogical aids and tools
- Various products for knowledge mobilization (brochures, posters, audio clips, podcasts)



### A COMMUNITY OF LEARNING AND INNOVATION

The Kapakan Alliance is characterized by its collegial, interactive and reflective mode of operation. It formed around a group of fifteen Indigenous and non-Indigenous s people who came from diverse intellectual and institutional horizons and together formed a community of learning. This group makes up the Scientific and Strategic Orientation Committee, whose work is coordinated by the DIALOG Network.

Much more than an organizing structure, the Committee plays a major role in the reflection, conception, definition, planning, organization, implementation and validation of the Alliance's output and activities. Its members have shared a number of learning and training experiences in Indigenous contexts. They are all clearly committed to a shared approach of affirmation, recognition and reconciliation toward knowledge transmission and its social, cultural and educational dimensions.



#### THE MEMBERS OF THE SCIENTIFIC AND STRATEGIC ORIENTATION COMMITTEE OF THE KAPAKAN ALLIANCE

Suzy Basile, professor, UQAT Natasha Blanchet-Cohen, professor, Concordia University Nancy Crépeau, PhD candidate, Ottawa University Caroline Desbiens, professor, Université Laval Oscar Kistabish. Anishnabe elder Jacques Kurtness, adjunct professor, UQAC Elisha Laprise, manager, Indigenous Partner Relations, Fondation Chagnon Carole Lévesque, professor, INRS Margot Mowatt, course lecturer, UQAT Julie Mowatt, teacher, Migwan School, Pikogan Hélène O'Bomsawin, retired college director, Alma Nicole O'Bomsawin, professor, Kiuna Institution Denis Vollant, consultant, Innu-takuaikan Uashat mak Mani-Utenam (ITUM) Jocelyne Thomé-Kistabish, retired teacher Patricia Rossi, Support and Liaison Director for Organizations, Fondation Chagnon

#### L'ÉQUIPE DE DIALOG

Ioana Radu, research associate Nathalie Tran, research professional Laurence Desmarais, student and research assistant Emmanuelle Piedboeuf, student and research assistant

### ETHICS OF RESEARCH WITH, FOR AND BY INDIGENOUS PEOPLES

As with all research or knowledge co-production activities carried out within the DIALOG Network, the principles of research with Indigenous Peoples as described in chapter 9 of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (research involving First Nations, Inuit or Métis peoples in Canada) are applied in a respectful, responsible and continuous manner through each phase of the project.

The members of the Scientific and Strategic Orientation Committee integrate the values of respect, equity and reciprocity into their approach, as defined in the First Nations of Quebec and Labrador Research Protocol; they subscribe to the principles and values of the Québec Research Funds as per responsible conduct in research as well as the directives of the Social Sciences and Humanities Research Council (SSHRC) as per Indigenous research.

The project has an ethics certificate from INRS (Institut national de la recherche scientifique) in accordance with the provisions of its internal policy for research ethics.

# VALUES AND GUIDING PRINCIPLES OF THE RESEARCH

Research within the DIALOG Network is carried out in alignment with fundamental values:

- **RESPECT.** Respect is based on the full recognition of the knowledge and expertise of all people, whether that knowledge is scientific, Indigenous, spiritual or experiential in nature.
- **EQUITY.** Equity is manifested in the importance of taking account of and valuing the respective contribution of each person to a collective output by, for example, ensuring work undertaken is signed collectively, be it in the form of research documents, collections of texts, conferences, or even scientific articles..
- **SHARING.** Sharing emphasizes the importance of pooling one's experiences and expertise and of multiplying opportunities for individuals to meet and exchange by creating conditions in which all feel at ease to speak, both in a university or an Indigenous context.
- **RECIPROCITY.** Reciprocity speaks to the feeling of belonging to a collective project, the benefits and outcomes of which, also being collective, have an impact as much on universities as in Indigenous contexts and take on different written, oral or artistic forms.
- **TRUST.** Trust is validated in signing on to a group project or shared infrastructure, and in one's willingness to preserve the quality of relationships and connections that come about through the activities and initiatives that are undertaken.

## DIALOG

The Aboriginal Peoples Research and Knowledge Network – DIALOG – is a forum where the university and Indigenous worlds meet and share, founded on the values of co-production, mobilization and transmission of knowledge. A strategic interuniversity, interinstitutional, interdisciplinary and international collective created in 2001, DIALOG is based out of the INRS (an institution of the Université du Québec), brings together more than 120 people and relies on the close collaboration of multiple university and Indigenous partnerships.

DIALOG's members have as a common goal the advancement of scientific and Indigenous knowledge for a more just society, and a full recognition of the cultures, rights, values and visions of the world of the First Peoples. In an age of the knowledge society, DIALOG contributes to the democratization of knowledge regarding the Indigenous world at both a national and international scales and participates fully in efforts for reconciliation with Indigenous peoples and for social harmony.

#### **DIALOG'S MISSION**

- Contribute to establishing and maintaining an ethical dialogue, one that is innovative and sustainable, between universities and Indigenous community groups, in order to promote and dynamize knowledge co-production and interactive and collaborative research.
- Develop a better understanding of the historical, social, economic, cultural and political realities of the Indigenous world, of contemporary issues and of relationships between Indigenous and non-Indigenous peoples through the use of knowledge co-production and encouraging the consideration of Indigenous needs, knowledges, practices, perspectives and approaches in terms of research and public policy.
- Support training and instruction of university students, and more specifically of Indigenous students, by linking them to the Network's activities and projects and by giving them access to financial aid and scholarship programs.
- Participate in the enrichment, enhancement and implementation of the social and environmental research and knowledge-mobilizing skills of Indigenous individuals.
- Increase the intellectual, social, economic and cultural impact of research related to Indigenous peoples by developing new tools for interactive, participatory and pedagogical knowledge, and by multiplying initiatives for the distribution, sharing, transmission and mobilization of knowledge, in order to spread awareness and appreciation for its results and advances in Quebec, Canada and throughout the world.

# LUCIE ET ANDRÉ CHAGNON FOUNDATION

#### **OUR MISSION**

Our mission is to prevent poverty by contributing to the educational success of young Quebecers (from conception to age 17) and helping them to develop their full potential. To fulfill this mission, we provide long-term support for organizations and associations that are working together to actively develop their capacity for sustainable initiatives aimed at promoting the educational success of all children living in Quebec.

By "educational success" we mean the development of every child's full potential (physical, psychological, cognitive, social and emotional) throughout their young lives, helping them grow into adults who are autonomous and accomplished, educated, qualified and socially skilled.

#### **OUR VISION**

That Quebec be a supportive, equitable and inclusive society that enables every child and every family to realize their full potential and play an active role in society.

#### **OUR VALUES**

- **Solidarity:** promoting mutual aid and prioritizing the common good
- Social Justice: acting with transparency and equity

- **Inclusion:** being open, welcoming diversity as a strength, and recognizing each person's ability to succeed and make a contribution
- Agility: being flexible and creative in our work while constantly seeking out rallying, inclusive solutions based on what we have learned
- **Collaboration:** combining everyone's strengths, working together in an atmosphere of trust, and nourishing relationships based on mutual respect

We do our very best to embody these values every day; they guide our actions both internally and externally. We do everything we can to share these values and ensure they are known and recognized by all our partners and stakeholders.

In the context of its partnerships with First Nations and Inuit peoples, the Foundation adheres to the following charter: philanthropyandaboriginalpeoples.ca/declaration/ and has established the following guiding principles for its work:

- Decisions made by the Foundation are based on the Calls to Action of the Truth and Reconciliation Commission;
- The Foundation commits to increasing recognition of the rights of First Peoples as presented in the United Nations Declaration on the Rights of Indigenous People;
- The Foundation recognizes that the knowledge and expertise on the educational success of First Nations youth and communities rests in the hands of First Nations individuals.



**The Kapakan Alliance** was born in 2018 when two organizations met to share their expertise, experience and goals for knowledge mobilization and coproduction: DIALOG – the Aboriginal Peoples Research and Knowledge Network (INRS) and the Lucie and André Chagnon Foundation





